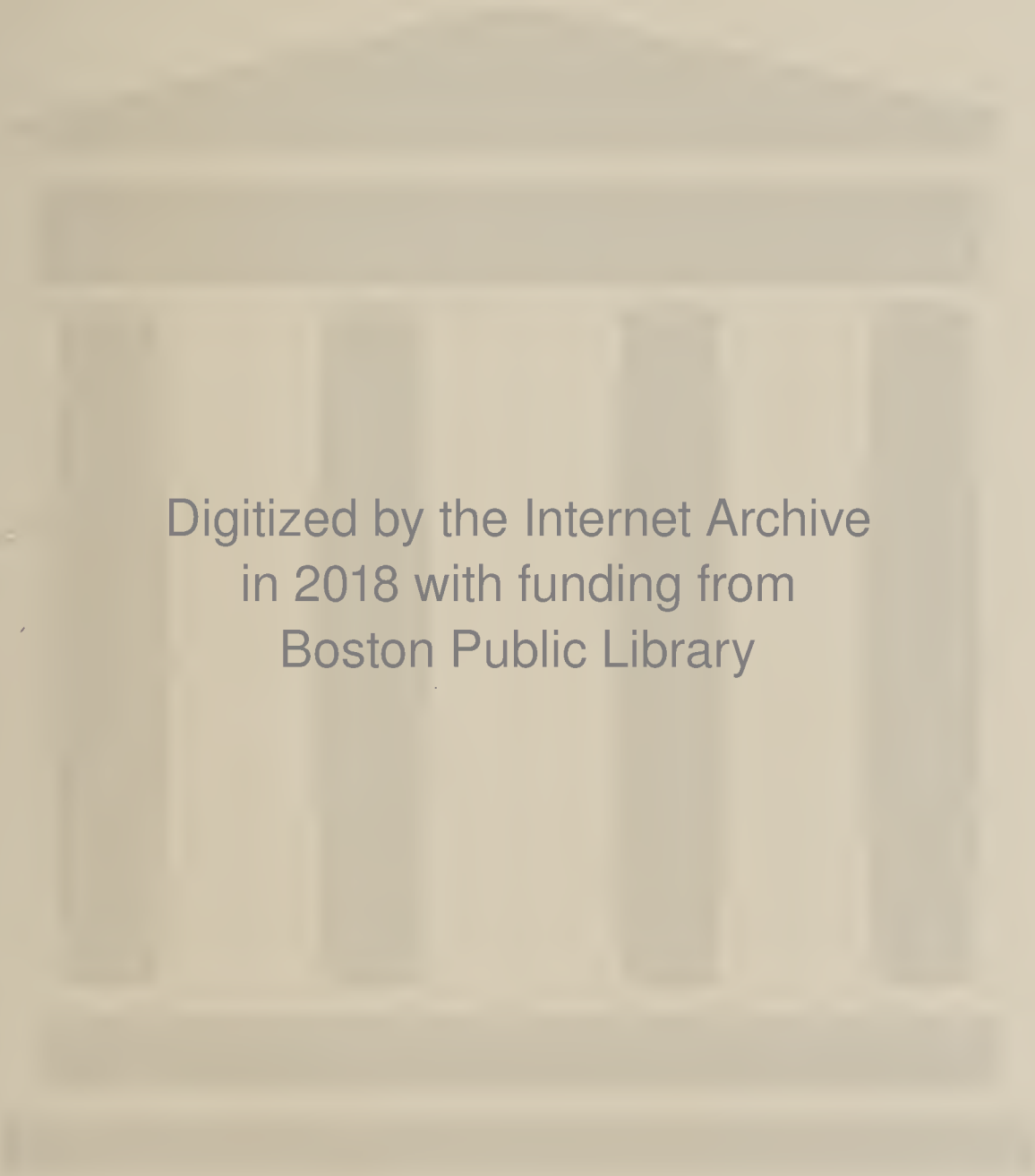


Dummer Academy

In the County of Essex

May, 1898



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Dummer Academy.

The attention of the alumni and friends of this old institution is hereby respectfully called to the following vote recently passed at a Special Meeting of the Board of Trustees:

Boston, March 24, 1898.

VOTED, In view of the progress of the school, as shown by the report of the Master and the statement of the Executive Committee, and in view of the problem with which the Trustees are now confronted, that the Report of the condition of the School as made by the gentlemen from Harvard University receive the formal endorsement of the full Board of Trustees, and be brought into proper shape for publication, and that deputies be appointed for this purpose; that said deputies see all the facts relating to the Academy interest put similarly into good shape for presentation; that they draw, in the name of the full Board of Trustees, a statement of the condition, prospects and needs of the Academy, and proceed forthwith with full authority in the premises to enlist the active support and assistance of the Alumni and others, and

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that in this task they be given the full backing of the Trustees.

WILLIAM D. NORTHEED, President,
 JOHN W. CANDLER, Vice-President,
 JOHN H. MORSE, Secretary,
 JOSEPH D. DODGE, Treasurer,
 EDWARD S. MOSELEY,
 MOSES COLMAN,
 ROBERT CODMAN,
 CHARLES W. MOSELEY,
 ISAAC CHAUNCEY WYMAN,
 EGBERT C. SMYTH,
 DAVID C. TORREY,
 EDWARD P. NOYES,
 EDMUND H. STEVENS,
 FRED M. AMBROSE,
 JAMES H. ROPES,

Trustees.

Dummer Academy, at Old Byfield, in the town of Newbury, Essex County, Massachusetts, was established by a bequest from Lt.-Gov. William Dummer, and was opened in 1763. It is thus the oldest academy in the United States. In its earlier history it was the place of education of a large number of the most distinguished men of Massachusetts. In later times its relative importance has been allowed to become somewhat lessened.

The opportunity, however, for this class of schools has of late considerably increased, and Dummer, with its old establishment and exceptional history, has in so far special advantages. Accordingly in 1896 the Trustees, believing that the

Trust could again render the larger public service for which it was intended, made a beginning by putting the school under the mastership of Mr. P. L. Horne, A. M., with a staff of three assistants, all four being recent graduates of Harvard College. While doing this much the Trustees were unable properly to refit the meagre and deteriorated equipment. Nor at the outset of this tentative endeavor did they feel warranted in asking aid for that purpose.

In the past two years the efforts of the Master and his assistants have brought the work of the school to what seemed to the Trustees to be a very high degree of efficiency, and the Trustees became convinced that it was possible to restore the institution to the position of influence which it formerly held. That this confidence is well-founded is confirmed by the appended Report of a Committee from Harvard University, whose thorough and impartial examination was made at the instance of the Trustees in order that the Board might be saved from any possibility of mistake in their impressions of the situation.

As this Report suggests, the first, and by far the chief, necessity to secure the end desired is that improvement in the material equipment without which the best endeavors of able teachers must come to naught. The Trustees have therefore decided to expend immediately such sums as are necessary, relying on the loyalty and generosity of the alumni and friends of the Academy to cover the cost by their gifts.

1. In order to set free for dormitory use the building now occupied by both the boys and the Master's household, the Master must be provided with a separate dwelling. That will at the same time give needed privacy for his family home, which is one of his most potent instruments in his work with his boys; and for this purpose the Trustees decided after careful consideration to renovate the old Mansion House. The building, as those who have known the school do not

need to be informed, stands as one of the best remaining types of the old colonial mansion. It was built about 1715 as the country house of Governor Dummer, and its broad hall with carved staircase, panelled reception-room, and ancient kitchen with large chimney and fire-place all speak of the honorable life that was lived there in the days gone by. The repairs to be made will be in charge of a competent and experienced architect, and without any sacrifice of the ancient features the house will be rendered as useful and convenient as a new house would be, while an ancient landmark and honored memorial will be preserved.

2. The large and excellent building hitherto used for the Master and the boys together is to be fitted up for a dormitory for the boarding pupils. It will then furnish good accommodations for twenty boys.

3. Minor repairs and improvements. The gymnasium must be equipped with a bath-room and new apparatus; the buildings have had to be repainted; and the whole premises are being put in order.

For the help which the Trustees must have in order to carry through these necessary improvements they now appeal to the loyal gratitude of graduates of Dummer and also to the interest of all who care for the Academy and those things for which it stands. Adequate expenditure at the present time will put into a position of assured usefulness a school which possesses the rare endowment of inspiring historical traditions, touching all who come to its instruction with the most worthy influences of Massachusetts colonial life. And for the preservation of such traditions the whole community is concerned. The rehabilitation of the Academy is further a measure for perpetuating to an important country region of Massachusetts one of the characteristic institutions which stand for the higher interests of our towns and are peculiarly fitted to serve those interests. That a striking relic



VIEW OF AVENUE FROM THE ACADEMY

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of ancient architecture is to be restored to its former dignity is not the least of the grounds which give the Trustees confidence in entreating aid.

The present character and methods of the Academy are sufficiently set forth in the accompanying Statement of the Master. It is the intention of the Trustees to maintain a school properly limited in numbers, in which the standard of work and methods of instruction shall be as good as in any school in this country, and in which the moral and intellectual influences of a family home with close and stimulating personal contact between boys and masters shall be emphasized. There are exceptional opportunities for healthful and interesting out-door life at Byfield where the advantages of sea-air, sea-bathing, and open country are combined. At the school athletic sports of all kinds are encouraged as pure recreation. The Trustees and Master believe them to be an essential part of a normal education, and the necessary expenses are not met by permitting profit to be made through the games. The charges at the Academy, stated below in detail, are moderate.

The total productive funds of the Academy amount at present to about \$15,000.00. With the enlargement of the school which must follow the improvements now being made, the institution, properly managed, will be self-supporting, but it is the hope of the Trustees that the present improvements will so establish the usefulness of the Academy, that the other considerable additions to its funds necessary for the proper development of any such institution, will seem to generous friends of education a good investment. A detailed account of the financial condition of the Academy can be had on application to the Secretary of the Executive Committee; and the Trustees are prepared to give all requisite assurances of the business-like character of their administration.

For the improvements outlined above and already begun \$8000.00 is necessary. The Committee will not abandon its

active endeavors until gifts aggregating \$25,000.00 have been secured. Gifts at the start for the immediate uses above described have already been made as follows:

The Misses Loring, Boston,	\$ 500
Edward S. Moseley, Esq., Newburyport,	500*
John Pierce, Esq., New York,	500
Mrs. W. C. Cabot, Brookline,	100
Charles W. Moseley, Esq., Boston,	100
Mrs. William Appleton, Boston,	100
And from various other sources about	200

*Conditional on the total subscription reaching at least the sum of \$ 5000.

Further contributions are earnestly solicited and may be sent to the Secretary of the Executive Committee.

Attention is called to the appended Report, Letters, and Master's Statement.

For the Trustees,

By the Executive Committee,

JOHN W. CANDLER, Chairman,

WILLIAM D. NORTHEND,

EDWARD P. NOYES,

DAVID C. TORREY,

JAMES HARDY ROPES, Secretary,

34½ Shepard St., Cambridge, Mass.

Report of the Committee from Harvard University.

HARVARD UNIVERSITY,
CAMBRIDGE, MASS., March 9, 1898.

Sir:—

At your invitation, which was seconded by President Eliot, we recently visited Dummer Academy, observed its work, and made the acquaintance of its teachers. Professor Wright's visit took place on Monday, February 28, when he spent the whole of the day at the school. Mr. Locke was there during the afternoon and early evening of Thursday, March 3. Each of us endeavored to see something of every kind of work attempted in the Academy; Professor Wright, however, inspected with special care the instruction in the languages, and Mr. Locke that in science and the so-called English branches. We had conferences with all the teachers, acquainting ourselves with their aims and purposes, and had the opportunity of observing in their pupils the success with which they were able to realize their aims. We also saw something of the attractive home and family life of the Academy.

We beg leave, accordingly, to submit a brief report of our impressions of the school, of its teachers, of its courses of instruction, of its equipment, and of the spirit and temper of its masters and pupils, and to make a few recommendations

which have been suggested by our observations.

The staff of teachers consists of Mr. P. L. Horne, Principal, Mr. W. D. Sprague, Mr. P. Capron, Mr. H. J. Wilder, with two ladies as assistants. Messrs. Horne, Sprague, Capron and Wilder, are recent graduates of Harvard College, where each of them made a high record in scholarship, one of them attaining very distinguished standing. Mr. Horne has general charge of the instruction in Latin; Mr. Wilder of that in Science; Mr. Capron of that in Mathematics; Mr. Sprague of that in Greek; and that in the Modern Languages (French and German) is divided between Mr. Sprague and Mr. Capron, and that in English between Mr. Horne and Mr. Capron. The ladies conduct the preparatory classes and assist in the English work. These teachers impressed us as men and women of admirable training, of great fidelity and devotion, and of tact, well equipped both by personal qualities and by attainments each for the special work he or she is performing.

The courses of study are well planned, both as a general scheme and as providing for the needs of the individual pupils, and are excellently carried out. The hours assigned for the different subjects, and the number of times each subject occurs in the week, seem to satisfy every demand, giving ample opportunity for physical relaxation between lessons, and having due regard to the fatiguing character of certain subjects. The scope of the subjects is comprehensive: a boy can be here well fitted for any examination for admission to the best American colleges or technical schools. Special provision is made for assisting those students who may be behind in certain subjects; and this is accomplished without interrupting or retarding the regular work of the class. An attractive feature of the school is the interest of the masters in the progress of the individual pupil. The work in English Literature, in especial, for Grammar and Composition, is remarkable for its quality; it is enough in itself to make the name of any pre-

paratory school famous. The system of daily themes or compositions which is in active operation, and is successfully and enthusiastically carried out, affords a most valuable training for the student; it enlarges his horizon, develops his interests and improves his command of English.

The moral atmosphere of the school impressed us as singularly healthful and stimulating, the community of interest between teachers and pupils rendering the life of the students who have the privilege of boarding in the Master's family at once pleasant, profitable, and enjoyable.

With all these excellent features in its organization and instruction, there is no good reason why the school, certain improvements in its material equipment to be made, might not attract many pupils, and take its place again among the great schools of New England—a position to which its age and history give it a unique title. Some changes and additions are, in our opinion, necessary for the growth, if not for the continued existence, of the school. We will here specify only such things as a suitably furnished school reference library—the present collection of books being sadly out of date,—apparatus for the teaching of the elements of the sciences, equipment for the gymnasium, proper sanitary arrangements for the Mansion House, provisions for bath-rooms and modern heating appliances. At the present day no successful boarding school is lacking in these respects; and it is with the larger schools of the country that the Academy must compete. All the improvements here indicated could be made at an outlay of only a few thousand dollars.

Dummer Academy has had a memorable record, and can show a noble list of officers and alumni. Nature, too, has done much for it in the beauty and salubrity of its situation, protected as this is by surrounding hills from keen winds, and yet high enough to escape the dampness of the valley. The ancient and honorable history of the school deserves perpet-

uation; this, if nothing more, should commend it not only to the alumni but to the community at large. But the Academy has more than a history and an exceptionally attractive site; it has at the present time an excellent and efficient staff of teachers, whose work challenges comparison with the best work done in the best schools of our country. The friends of the Academy could find no time more advantageous than the present in which to rally to its support.

(Signed) GEORGE H. LOCKE,

Instructor in the History and Art of Teaching.

(Signed) JOHN H. WRIGHT,

Professor of Greek and Dean of the Graduate School.

Edward P. Noyes, Esq.,

Secretary of the Executive Committee of the
Board of Trustees, Dummer Academy.

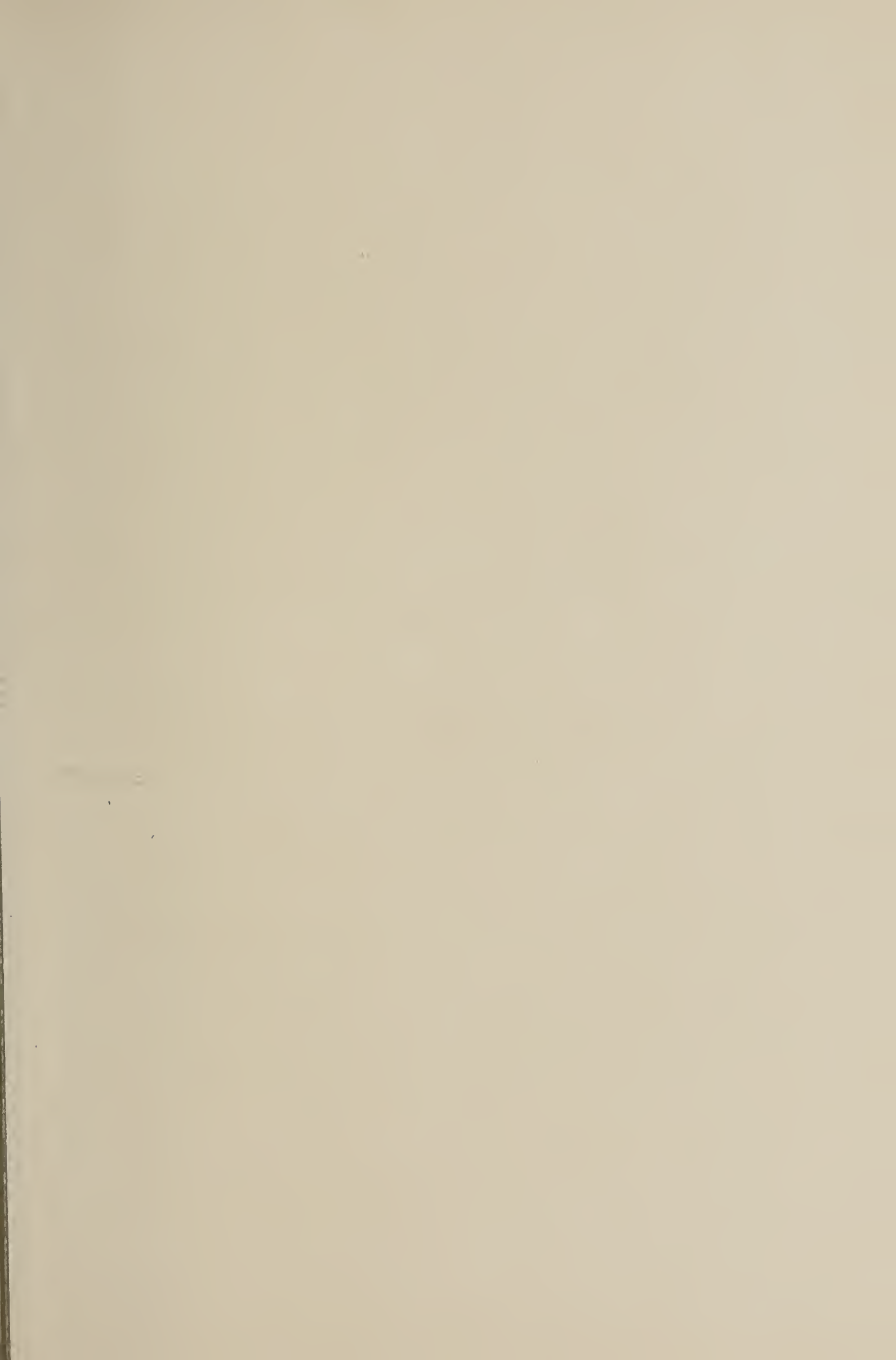
Letter from Professor John H. Wright.

HARVARD UNIVERSITY,

CAMBRIDGE, MASS., March 16, 1898.

My dear Sir:—

In reply to your inquiry whether a school like Dummer Academy, properly equipped, is likely to have a future and to attract pupils in numbers sufficient to justify additional present expenditure, permit me to say that similar schools in New England are now having great vogue, and that students flock to them as never before. This is apparent not only in the prosperity of such established boarding schools as Groton, Southborough, Phillips Andover, Phillips Exeter, Worcester Academy, Williston, St. Paul's, but in the rapid growth of newly founded schools, such as Lawrenceville, (N. J.,) the





Hotchkiss School, (Lakeville, Conn.,) Mr. Taft's School at Watertown, Conn.; the Pomfret School, (Conn.,) etc. The moderate charges of Dummer Academy, as contrasted with the higher charges of most of the schools here named, would tend to make the Academy, with proper material equipment, attractive to a larger number of boys.

The Dean of Harvard College (Prof. L. B. R. Briggs) who has an intimate acquaintance with the secondary schools of the country, and through his office comes in contact with many parents of boys, authorizes me to express his confidence in the Academy under its present management.

We can see no reason why the Academy should not draw to itself a constantly increasing number of students, and we hope that you may be enabled to take such action as will perpetuate the school.

Very sincerely yours,

JOHN H. WRIGHT.

Edward P. Noyes, Esq.

Letter from Rev. Edward G. Porter.

BOSTON, MASS., April 20, 1898.

Mr. James Hardy Ropes,

Secretary of Executive Committee of Dummer Trustees,
Boston, Mass.

My dear Sir:—

I have heard with much pleasure of the effort in your Board to give Dummer Academy better facilities for doing the work contemplated by its founder. When I recall the brilliant record of its early classes, and the powerful influence which its teachers and scholars have had upon liberal culture in New England, I feel very strongly that such an ancient and

honored home of the Muses should not be suffered to fall into neglect.

Whatever may be the requirements for new institutions, we should certainly sustain those which we have inherited through many generations, and which have established their claim to be perpetuated. There is no academy in all the land that can ever have quite the prestige that Dummer has, for it antedates them all. In this respect it has the undisputed advantage which Harvard enjoys among our colleges. This may be called a matter of sentiment, but it is a sentiment that touches the heart and controls the action of thoughtful and cultivated people; and is a precious thing, for it encourages reverence, stability and patriotism—virtues that we shall never cease to need. I would have the name of Byfield as well known among lovers of learning as Lexington is among lovers of liberty, and for a similar reason, viz: that each is associated with the beginning of a great movement, the one in letters, the other in arms.

Your Dummer Mansion tells the story of the olden time. Our country is learning as never before to hold the memorials of its honorable past at their true value, and it is a fortunate thing for us all, as well as for the Academy, that this old house is to be permanently preserved.

Its dignified architecture, solid construction, ample proportions and broad pannelling entitle it to the place of honor among your buildings. I am glad it is to be the "Master's House." The portraits of the former worthies will there haply smile approvingly upon the cheerful life maintained within the old walls, and the ancestral spirit of order, piety, sound learning and good manners will brood over the scene for generations yet to come.

With cordial good wishes, I am,

Yours faithfully,

EDWARD G. PORTER.

Letter from Rev. Edward Everett Hale, D. D.

39 HIGHLAND STREET,
ROXBURY, MASS., May 23, 1898.

Dear Mr. Ropes:—

By all means refer to me, if I can be of any use in recommending the preservation of Dummer Academy. I frequently have letters from the West, from gentlemen who seem to me to want just such a school for their boys. If you can maintain it, as a school of pure and upright moral influences, without making any sectarian distinctions, if you can have a school there which shall not cost too much, but which shall do the work as well as Dummer Academy did it a century ago, I think you will be filling a very important place in the work of education in this State.

Truly yours,

EDWARD E. HALE.

Statement of the Master.

Dummer Academy is completing the second year under its present management. Six day-pupils formed the nucleus with which we commenced. By natural increase three others entered the Academy after passing the prescribed examinations. This year our roll numbers thirty-two; eleven of this number have been boarders. Of the boarding pupils we have had during the two years, eighteen in all, nine came from Massachusetts, two from Ohio, two from Texas, and one each from

Georgia, Kentucky, Pennsylvania, England and Armenia. Of last year's boys, four are at Harvard, and one at the Columbia Law School. Of this year's Senior class, four expect to enter Harvard, one the Massachusetts Institute of Technology, and one Boston University.

Our courses of study are arranged to meet the most advanced college requirements. With five teachers and thirty pupils, we give much individual instruction. Each teacher knows each pupil under him intimately. The same intimacy of relationship could be maintained with a considerably increased number. Regular monthly examinations and daily averages in recitations form the basis of the monthly reports sent to parents. During the second half year very frequent examinations are given to the higher classes in addition to the regular ones. Constant reviews are given.

In Mathematics special emphasis is given to working out problems and "originals." In Classics and Modern Languages sight translations and prose composition form a most important part of the work throughout the course. In History lectures are given and topics for research are assigned, beside the regular recitations. References are given to the books accessible and each pupil is required to prepare reports on his reading. Next year a course is to be given on "Mediæval and Modern European History." This course will be conducted by lectures, conferences upon outside reading, and by recitations. In English Literature the prescribed books are studied. In English Composition, each pupil is required to write a daily theme, the subject being chosen by the pupil. The two instructors in charge of the course read and correct the themes and go over them in private conference with the pupils. The work is so divided that each teacher confers with the pupils whose themes have been read by his colleague. We believe in this work in spite of the drudgery, and we have seen such marked improvement in the two years that we feel justified





A VIEW OF THE MARSH

in continuing the course.

Our purpose has been to equip ourselves so that we can offer as good instruction as any similar school in New England. We have adopted an elastic scheme of study, so that pupils under our advice and with our consent may elect the courses for which they are best fitted. We believe that a "diversified preliminary training" is a necessity to meet the demands now put upon the secondary schools. We have followed the recommendation of the Harvard pamphlet on "New Definitions of Requirements for Admission to Harvard College and to the Scientific School." The introduction of the elective system adds naturally to the cost of carrying on the school, but we have felt that the gain to the pupils offsets any additional cost to us. The "getting into college" is not rendered more difficult, and the course of study is made more interesting. Several of our boys have felt that college was more feasible because they could spend their time here at the Academy on what they conceived to be more useful work.

We aim to develop the elective principle in the school to the highest possible degree. Something has been done but only a beginning has been made. The change can be made very quietly and quickly with us, because it represents no change of policy but a general development of that policy upon which we have worked for two years. The measure of success so far is gratifying and is indicative of further growth.

We aim to carry our enthusiasm into the class-room, to insist upon careful daily work by each pupil, and to make the standard of morals so high that each boy of necessity must be better for his connection with the school. The general tone at the school is healthful. The boys are happy and contented. We encourage athletics but are not ruled by them. Regular daily exercise is prescribed. When possible, such exercise is out of doors. We have taken up many lines of athletic sport and have had our full share of success. The competition has

been sharp, but manly. The teams that have represented the school have established a reputation for pure athletics. We intend to work daily toward our ideals in all our work and play.

P L. HORNE,
Master.

Expenses.

The fee for the full year is \$500. This includes tuition, board, heat, lights, and washing (except such as is sent to the steam laundry). The fee for day scholars, not residents of the town of Newbury, is \$75 a year. Pupils from the town of Newbury will be received at one-half the fee charged day scholars. A laboratory fee of \$5 a term is charged all students taking the course in Physics or Chemistry. All bills are invariably due at the beginning of each term.

